DOCUMENT RESUME

ED 319 985 CE 054 972

AUTHOR Bingaman, David E.
TITLE Career Counseling and Development. Course of Study, Grades 6, 7, 8.
PUB DATE 6 Aug 87
NOTE 11p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Choice; *Career Development; *Career Education; Career Guidance; *Career Planning; Education Work Relationship; Junior High Schools; *Middle Schools; *Occupational Information; Vocational Interests
IDENTIFIERS Pennsylvania

ABSTRACT

This outline for a middle school career development guide includes five sections and two appendices. Section 1 outlines the philosophy and objectives of middle level education at Selinsgrove Area Middle School in Pennsylvania. Section 2 outlines objectives of career development. Section 3 lists four types of course content, including classroom overview of careers, resource personnel unit, higher education or training school unit, and "on-the-job" unit. Section 4 provides methods of evaluation for the course units. Section 5 lists five resources for career development. Appendix A provides a worksheet for students to use to report on a presentation by a resource person. Appendix B provides a similar worksheet for presentations on higher education or training schools. (CML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED319985

COURSE OF STUDY

CAREER COUNSELING AND DEVELOPMENT

GRADES 6, 7, 8

Bucknell University
ED 325
David E. Bingaman
August 6, 1987

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

David E Bingaman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 054772

BEST COPY AVAILABLE

OUTLINE

I. Philosophy and Objectives of Middle Level Education

II. Objectives of Career Development

III. Course Content

IV. Methods of Evaluation

V. Resources for Career Development

Appendix A - Resource Person Presentation Report

Appendix B - Higher Education/Training School Presentation Report

I. Philosophy and Objectives of Middle Level Education[1]

A. Philosophy

A middle school program and organization are designed to serve the educational needs of the "inbetween-ages" (older children, pre-adolescents, early adolescents) in a school bridging the elementary school for childhood and the high school adolescent. The needs of these students can best be served by providing optimum individualization of curriculum and instruction for a population characterized by great variability. It is the aim of a middle school to promote continuous progress through and smooth articulation between the several phases and levels of the total educational program. The accomplishment of this aim can best be achieved by developing the following objectives.

B. Objectives

1. A middle school program and organization is designed to:

a. provide the students with the opportunity to develop wholesome attitudes about themselves.

b. lead the student into a deeper understanding of his role as an individual as well as a member of a peer group.

c. give the student an opportunity to develop at his own rate mentally, socially, and emotionally.

d. provide the opportunities for the student to begin working toward self-directed learning.

e. create a flexible curriculum so that students will learn more readily of the changing society in which they live.

f. endeavor to create an atmosphere in which a student will be able to achieve in some aspect of the program.

g. present an opportunity for students to develop a continuing aspect for learning.

h. provide the scope of learning which will permit students an opportunity to become thinking, analytical, reflective members of a democratic society.

i. promote student awareness for an appreciation of aesthetic and cultural aspects of our society.

j. develop and expand on basic learning skills.

II. Objectives of Career Development

A. To provide the student with an insight to:

1. examine his self-concept.

2. understand what it means to be a part of a working society.

3. develop worthwhile attitudes towards the world of work.

4. be involved in a decision-making process, as it relates to careers and values.

B. To provide the student with an opportunity to receive information "first-hand" from an individual currently involved in a career of interest to the student.

C. To provide the student with an opportunity to receive information from individuals representing a variety of training institutions and institutions of higher learning.

D. To provide the student with an opportunity to observe and experience a work day in a job or career of interest to the student.

III. Course Content

A. Classroom Overview of Careers

1. Students will survey the aspects of careers in the classroom setting. Presentation of values clarification, work ethic, and decision-making skills will be included.

A general overview of the world of work is the intent of this experience. Audio-visual aids will be incorporated into this introductory unit, in addition to assigned readings.

B. Resource Personnel Unit

1. Students will be given the opportunity to meet with a variety of individuals involved in many careers throughout the community. The resource person's presentation will include - requirements and/or training needed for his job, a synopsis of his average work day, aspects of the position which he likes and dislikes, availability for employment in his field or profession, and questions and answers from the involved students. By attending this presentation by the resource person, students will have an opportunity to learn "first-hand" information about a career area that they are considering.

C. Higher Education/Training School Unit

1. An opportunity will be provided for students to attend presentations from representatives of a variety of training schools, junior colleges, and colleges and universities, in order to understand the expectations of a degree program in a student's field of interest. By overviewing the many options and different programs at a post-high school training institution, the student can compare and contrast the preparation needed in relationship to his intended career(s).

D. "On-the-job" Unit

1. As a conclusion to the career awareness program, students will be interviewed privately by the school counselor, and an attempt made to place them with an individual in the community who is involved in a career of the student's interest. By providing an observational experience for the student, he can witness a career of interest to him "first-hand".

IV. Methods of Evaluation

A. Classroom Overview of Careers

1. In addition to the completion of assigned readings, students will be required to write an opinion paper or theme based on the topic- "The World of Work is Important to Me Because.."

B. Resource Personnel Unit

1. For each resource person presentation which the student attends, he will be required to complete the "Resource Person Presentation Report". (See Appendix A)

C. Higher Education/Training School Unit

1. For each post-high school training presentation the student attends, he will be required to complete the form - "Higher Education/Training School Presentation Report". (See Appendix B)

D. "On-the-Job" Unit

1. As part of the "On-the-Job" Unit, the student will be required to conduct an informational interview with the person they observed for the day. Upon returning from the experience, the student will list in a systematic order, the training and skills he would need in order to eventually enter that profession.

V. Resources for Career Development 2

Amatea, Ellen S. The Yellow Brick Road: A Source Book of Career Guidance Strategies for the Elementary Counselor and Teacher . Tallahassee, FL: Florida Department of Education, 1975.

Bolles, Richard N. What Color Is Your Parachute?: A Practical Manual for Job-Hunters and Career Changes . Berkeley, CA: Ten Speed Press, 1987.

Hummel, Dean, and Carl McDaniels. How to Help Your Child Plan a Career . Washington, DC: Acropolis, 1979.

Mitchell, Joyce Slayton. The Classroom Teacher's Workbook for Career Education . New York: Avon Books, 1979.

Simon, Sidney, Leland Howe, and Howard Kirschenbaum. Values Clarification . New York: Hart, 1972.

Appendix A - Resource Person Presentation Report

Name and Section_____
Date_____
Occupation of Resource Person_____

1. What requirements and training were need for this person's job?

2. What is this person's average work day like?

3. What are some of the things he/she likes and/or dislikes about his/her job?

4. How available is his/her current profession?

5. List any additional comments you found interesting about this person's job.

Appendix B - Higher Education/Training School Presentation Report

Name and Section_____
Date_____
Institution Represented_____

1. In what way(s) could the institution represented prepare you for a career of interest to you?

2. What aspects about the institution seemed most favorable to you?

3. What aspects of the institution did you dislike ?

4. Would you consider attending this institution following your high school graduation? Why?

NOTES AND SOURCES

[1] Philosophy and Objectives of Middle Level Education was adapted from the "Philosophies and Objectives of Selinsgrove Area Middle School". This information was compiled in 1972 by a committee of teachers and administrators chaired by Mr. Donald Morgan, Principal.

[2] The majority of career development resources were mentioned in a suggested readings listing in the booklet - Guidance in the Middle School: Everyone's Responsibility by Claire C. Cole. (Published 1981 by the National Middle School Association; Columbus, Ohio).